REVISED-March 23, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary __ Middle __ High __ K-12

Name of Principal Mrs. Denise Hohn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Palomares Elementary School
(As it should appear in the official records)

School Mailing Address 6395 Palo Verde Rd.
(If address is P.O. Box, also include street address)

Castro Valley	CA	94552-9708
City	State	Zip Code+4 (9 digits total)

County Alameda School Code Number 01 61150 6090419

Telephone (510) 582-4207 Fax (510) 582-3948

Website/URL www.palomares.cv.k12.ca.us E-mail dhohn@cv.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent Mr. James Fitzpatrick
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Castro Valley Unified School District District Telephone (510) 537-3000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. John Barbieri
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 9 Elementary schools
   - 2 Middle schools
   - Junior high schools
   - 2 High schools
   - Other
   - 13 TOTAL

2. District Per Pupil Expenditure: $ 6,210

   Average State Per Pupil Expenditure: $ 6,822

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. __5__ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K	9	11	**20**	**8**			
1	7	13	**20**	**9**			
2	11	9	**20**	**10**			
3	6	13	**19**	**11**			
4	9	14	**23**	**12**			
5	17	9	**26**	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					**128**

6. Racial/ethnic composition of the students in the school:

59% White
10% Black or African American
10% Hispanic or Latino
18% Asian/Pacific Islander
3% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	111
(5)	Subtotal in row (3) divided by total in row (4)	0.027
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 7%

Total Number Limited English Proficient 10

Number of languages represented: 8

Specify languages: Spanish, Vietnamese, Cantonese, Korean, Farsia, Indian, French, Russian

9. Students eligible for free/reduced-priced meals: 1%

Total number students who qualify: 5

10. Students receiving special education services: 9%
12 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	__1_Other Health Impaired
____Deaf-Blindness	__2_Specific Learning Disability
____Emotional Disturbance	__8_Speech or Language Impairment
__1_Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	_____	___1___
Classroom teachers	___5___	___2___
Special resource teachers/specialists	_____	___3___
Paraprofessionals	_____	___1___
Support staff	___1___	___8___
Total number	___6___	___15__

12. Average school student "classroom teacher" ratio: K-3 20:1
4-5 23:1

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	95%	97%	94%	93%
Daily teacher attendance	96%	96%	95%	97%	97%
Teacher turnover rate *	2 of 5 teachers = 40%	1 of 5 teachers = 20%	2 of 5 teachers = 40%	0 of 4 teachers = 0%	1 of 4 teachers = 25%

*Over the past five years, our teaching staff has expanded from 4 teachers in 1999-2000 to 6 teachers in 2004-2005 due to an increase in student enrollment from 87 students in 1999-2000 to our present enrollment of 128. During these past 5 years, four teachers relocated from the Bay Area, one teacher relocated within our district, and one teacher retired.

PART III – SUMMARY

Palomares Elementary School is dedicated to challenging students to rigorous academic standards and providing a school climate where students can and do achieve their fullest potential in a unique learning environment. Our mission of striving for excellence, instilling a commitment to life-long learning, developing an appreciation for diversity by promoting culturally-enriched learning experiences, and becoming responsible citizens through decisions that respect ourselves, others, and the environment is embraced by staff, students, parents, and our community.

Palomares School is a part of the history and heritage of Castro Valley, an unincorporated town of 60,000 situated at the heart of the San Francisco Bay area. The school was built in 1868 on property that was part of a Spanish Land Grant owned by Guillermo Castro. At that time, Palomares was its own school district in this ranching and farming community. The original one-room schoolhouse was used until 1955, when increased enrollment necessitated construction of a three-room building across the bridge spanning Palomares Creek. We have since added three classrooms, a modern office/library; and most recently a state-of-the-art Science Center, funded by a district bond, was constructed and provides students a laboratory for scientific exploration. Modernization will occur summer of 2005.

Palomares is the smallest of the nine elementary schools in Castro Valley. Our 128 students are comprised of 41% minority populations with eight different languages spoken at home. The Palomares community is composed of predominantly middle and working class families who make the commitment to be involved in their child's academic and social growth. Families are clearly an integral part of our school community as they participate in many of our culturally-enriched learning opportunities including: Welcome Back Potluck, Harvest Festival, Thanksgiving Feast, Winter Performing Arts Program, Fine Arts and Music Festival, Animal and Science Day, Family Literacy, Cesar Chavez Service-Learning projects, Heritage Day, Math Around the World, Science evening, Watershed Festival, Friday Flag ceremony, Community Outreach, buddy activities, and our End of the Year Awards Assembly.

As teachers strive for excellence, not only in themselves but also for the instruction of the students in their classrooms, all staff members continue to be trained in research-based instructional strategies in English Language Arts, math, science, and fine arts. On-going site-based staff development and collaboration, district and site committees, and attendance at state and national conferences that support teacher professionalism result in significant improvements in instruction and student achievement. Teachers implement a standards-based integrated curriculum that embeds assessments to inform instructional practice and to ensure student achievement and the effectiveness of daily instruction.

Palomares School, several community groups, and local agencies have recognized the value of our 20-acre natural preserve as an outdoor learning environment and as a demonstration site for watershed restoration, education, and stewardship. Students, parents, and staff are actively involved in many service-learning projects that apply grade-level standards in real-life learning experiences. Teachers are committed to connecting classroom instruction with unique and wide ranging opportunities offered through our access to the watershed, such as working side-by-side with scientists, engineers, and biologists. The school community and established partnerships have been instrumental in securing grants totaling approximately $290,500 for the Palomares Watershed Project and school programs for our students. Established partnerships include: Castro Valley Education Foundation, Alameda County Flood Control and Water Conservation District, Alameda Countywide Clean Water Program, Resource Conservation District, USDA Natural Resource Conservation Service, Environmental Protection Agency, Castro Valley Sanitary District, Alameda County Integrated Waste Management Authority, Washington Mutual, and Wells Fargo.

Our high test scores, small size, and exceptional learning environment attract many families, making Palomares a school of choice.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Palomares' assessment results

Palomares fully participates in California's State Testing and Reporting (STAR) program, which is used to evaluate the performance of students in grades 2-11. The STAR program is comprised of two main elements: the California Standards Test (CST) and a nationally-normed (NRT) achievement test. Student achievement at Palomares school has shown continuous improvement for students on state assessments. The results of these two assessments are then factored into the school's Academic Performance Index (API) score.

The California Standards Test is a criterion-referenced test that shows our students' achievement levels relative to state standards in the areas of English/Language Arts and Mathematics. The California Department of Education (CDE) approved five performance levels, which include: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The reported results indicate the percentage of students in each designated performance level. California's goal is for all students to score at the Proficient or the Advanced level. Students at Palomares achieve at high levels in both English/Language Arts and Mathematics while consistently outperforming the state average. The 2004 CST **English/Language Arts (ELA)** data (Tables A-D) indicate the percentage of students performing Proficient or Advanced. Our results show: 55% of students in Grade 2, 69% of students in Grade 3, 79% of students in Grade 4 and 93% of students in Grade 5. The data supports that students who remain at Palomares demonstrate an increase in ELA proficiency. Our 2004 CST **Mathematics** data (Tables E-H) indicate the percentage of students performing Proficient or Advanced. Our results show: 90% of students in Grade 2, 79% of students in Grade 3, 84% of students in Grade 4 and 92% of students in Grade 5. Over the last four years, the percent of students scoring below Proficient continues to decrease as measured on the CST.

The Nationally normed-referenced test (NRT) is currently the California Achievement Test, Sixth Edition (CAT/6). From 1999-2002, the Stanford Achievement Test (SAT-9) was the NRT administered to students in grades 2-11. National percentile rankings compare our students' achievement scores to national norms. Students are considered to be at standard if they score at or above the 50th percentile on this standardized test. The 2004 CAT/6 data (Tables I-P) illustrates the percentage of students who are performing at or above the 50th percentile on the Total Reading and Total Math sections. **Total Reading** results show: 60% of students in Grade 2, 75% of students in Grade 3, 68% of students in Grade 4, and 84% of students in Grade 5. **Total Math**: 65% of students in Grade 2, 75% of students in Grade 3, 89% of students in Grade 4, and 77% of students in Grade 5.

Disparities among Subgroups: It is important to emphasize that due to Palomares' small student population, most subgroups are not numerically significant for State reporting (see Part II, #6). On each of the tables in the appendices, we have indicated an asterisk when the number of students tested is less that ten in a particular subgroup.

Disaggregated data for our three numerically significant subgroups (female, male, white-not Hispanic) show that the percentage of students scoring Proficient or Advanced in each of these subgroups is significantly higher than the state for both English/Language Arts and Mathematics (Tables A-H).

Academic Performance Index (API) is part of California's accountability system that annually measures the academic performance and progress of individual schools. The API score can range from 200 to 1000 but the state has set 800 as the API score schools should strive to meet. Palomares has increased its statewide ranking from a score of 803 to 899 over four years.

Additional information on the STAR Program can be found at the CDE Website (http://www.cde.ca.gov/ta/tg/sr/).

2. Palomares uses assessment data to understand and improve student and school performance

Palomares staff believes that meaningful assessment is fundamental to powerful instruction and student performance in order for students to successfully meet or exceed state and district adopted standards. Our comprehensive assessment program includes a careful analysis of the following data to ascertain if individual students and subgroups are making significant progress: current STAR results; the California Standards Test (CST) in ELA and Math; the CAT-6, including disaggregated data by student characteristics; and local multiple measures assessments in reading and math. The California English Language Development Test (CELDT), which measures English proficiency for English Language Learner (ELL) is compared with CST to monitor grade-level proficiency and progress for our redesignated ELL students.

Both formal and informal assessment data provides evidence of the effectiveness of the instructional program, informs decisions for setting new performance goals, and identifies additional intervention services that will support student achievement. Formal analysis of data helps identify achievement gaps and students who are at-risk. For students not meeting standards, an individual intervention-learning plan outlines a systematic process to improve student proficiency. The plan includes developmentally appropriate strategies such as classroom modifications, establishing benchmarks, and after-school academic intervention. These strategies are carefully monitored by the teacher and parent and restructured when necessary. The staff recognizes the importance of authentic informal assessments and embeds ongoing techniques into daily instruction. Teachers use effective methods of monitoring student progress, which include: student journals, scientific notebooks, project-based learning, rubrics, anchor papers, and teacher-student conferences. Collaboration time is used to analyze student work, evaluate instructional strategies, and plan the implementation of core curriculum.

As student performance is analyzed, goals are established, and professional development is aligned with these goals and included in our action plans, and resources are allocated to support these areas. The findings from the data are also used to update our school's Single Plan for Student Achievement, which is in alignment with our district's Local Education Agency Plan (LEAP).

3. Palomares communicates data to parents, students, and community

Communication is fundamental for improving student achievement. Palomares parents, students and community stay abreast of student performance in a variety of ways. Results of state and local assessment data, including achievement gaps, low-performing disaggregated subgroups, performance goals, and action plans are used to update our school's yearly Single Plan for Student Achievement. Our plan is submitted to the School Board for approval.

Each year, we proudly share our philosophy and accomplishments with the community in our School Accountability Report Card (SARC), which is accessible through our District and school websites. The Palomares Post-It (school newsletter), teachers' newsletters, Student-Parent Handbook, and the District's Grade-Level Standards booklets offer ongoing information about our standards-based curriculum. The importance of helping students achieve our vision by meeting or exceeding standards and student achievement expectations has been well communicated to our community during discussions at Back to School Night, School Site Council meetings, and Parent Education nights. During parent-teacher conferences, parents become well informed of assessment results and grade level standards are clarified. When needed, individualized intervention-learning plans for low-performing students are written collaboratively by the teacher, parent, and student. Each plan indicates a follow-up conference to review and revise learning goals. Parents and students formally receive a standards-based report card three times a year indicating student progress toward mastery of grade level standards. All ELL students receive the English Language Development Supplementary Progress Report, which is informative in communicating achievement of ELL standards. To ensure understanding for our non-English speaking families, a bilingual certificated translator meets with Spanish-speaking families and the classroom teacher. Ongoing communication in Spanish assists with teacher notes, test results, intervention plans, and office notices.

4. Palomares shares successes with other schools

Palomares School is proud of its students' achievement and takes every occasion to share information and successes through a number of collaborative forums with other teachers, schools, and the community. Active participation on district-wide curriculum committees such as Language Arts, Math, Technology, GATE, Social Studies, Visual and Performing Arts, Science, and English Language Learners has enabled our staff to work with other teachers on a regular basis. Two teachers are District Instructional Leaders teaching Best Practices for Intermediate Literacy in reading and writing and Science Integration. Palomares collaborates monthly with another elementary school focusing on sharing success with specific curriculum integration, differentiation, and evaluation of students work. Student teachers are placed at Palomares from California State University Hayward and St Mary's College where new teachers work intensively with our teachers learning how to implement a successful instructional program.

Other ways for communicating our successful programs and practices are: school website-http://www.palomares.cv.k12.ca.us along with our district website for student achievement results, School Accountability Report Card which is sent to all families and posted on our school link, monthly school newsletter are sent to all schools, and Parent-Teacher monthly newsletter, School leaders attend the Superintendent's monthly meetings with other school leaders in our district K-12, bi-weekly principal meetings, and our yearly School Board presentation.

Our successful programs continue to be shared with our local, county, and federal partnerships in conjunction with our standards-based integrated watershed program. During the Watershed Restoration Ceremony, 25 docents (students and teachers) conducted creek tours for 35 officials-such as County Supervisor Nate Miley's office, Assemblymember Ellen Corbett's office, USDA-NRCS, Alameda County Flood Control, and Castro Valley Unified School District school board members. The local newspapers have also communicated our successes in several news articles over the past few years. The Palomares staff will continue to share their success and learn from others, which reinforces our belief statement: We work together to ensure success for all students in a nurturing, safe environment, inspire students to strive for excellence, and instill a commitment to life-long learning.

PART V – CURRICULUM

1. Palomares' Curriculum Design

Palomares School is committed to providing a quality environment for students learning. We celebrate learning as an engaging and dynamic experience while providing the inspiration for life-long learning through the implementation of positive, effective approaches to education that build a sound academic foundation and promote self-esteem and interpersonal skills. We are dedicated to the success for all students and believe that our goals are attainable through a well-articulated standards-based program, which focuses on the strengths and learning needs of each student. All students, including those in GATE, special education, English Language Learners, and at-risk are immersed in daily standards-aligned instruction in our core curriculum as teachers implement interdisciplinary techniques, including project-based learning, enabling students to make connections across disciplines and into the world around them.

The strength of our **Reading/Language Arts** program is aligning instruction with standards, using formative assessment to inform daily instruction coupled with the implementation of research based instructional practices. Our balanced program integrates reading, writing, listening, and speaking. Lessons emphasize systematic instruction that provides students with a solid foundation in phonemic awareness, phonics, vocabulary development and comprehension. The effective practices that support continuous progress in reading are: read alouds, word study, shared reading and writing, guided reading using leveled fiction and non-fiction selections, and guided and interactive writing. Students use written language to communicate across the curriculum and evaluate their writing using rubrics and peer editing.

Mathematics instruction is a balance of conceptual development, skill building, and problem solving, with an emphasis on developing mathematical understanding and vocabulary. Multiple math strands are integrated and implemented through real-life applications, supporting our adopted Houghton-Mifflin math series. Staff utilizes best practices for math instruction including direct instruction, problem solving, and hands-on work using manipulatives. For example, students designed a garden, calculated costs for the volume of soil needed for the planters and the footage of deer fencing needed for the perimeter.

Science provides an integrated context for learning at Palomares. Through participation in the Palomares Creek Watershed Project, students engage in real-life inquiry-based scientific research that is embedded into the four strands (life, earth, physical sciences and investigation and experimentation). Such as, students tested the percolation rate of soils along the creek and compared run-off rates between bare and vegetated areas. Results are used to inform the community about causes and effects of erosion and how to prevent or control it. Integrated standards-aligned lessons provide students with the skills and knowledge to learn concepts and principles expected at each grade level using a hands-on approach.

Our standards-based **Social Studies** curriculum includes geography, current events, and highlights the roles of significant individuals and time periods throughout history. Integrated lessons teach students how to conduct research, prepare for oral presentations, and complete long-term projects. Our school-wide character education program emphasizes citizenship by assisting students in the development of life skills such as respect, effort, responsibility, confidence, citizenship, fairness, and compassion.

Visual and performing arts are integrated throughout the curriculum. From a historical perspective, students learn about famous artists and their techniques, artistic expression, and composers that reflect our school's diversity. Students have access to the performing arts within the classroom and formally three times a year. Our Fine Arts and Music Festival concludes the year with 4th and 5th grade instrumental and vocal music students performing as well as a school-wide art display.

Technology is integrated in the core curriculum. Students have daily access to computers in their classrooms to support learning such as conducting research, creating multimedia projects, and publishing written work. Service-leaning projects are documented using the digital cameras.

A specialist teaches **Physical Education** where students actively participate in a well-designed program that teaches skill development, endurance, strength, teamwork, effort, and making healthy choices. On the California Physical Fitness Test, 77% of our students achieved all 6 fitness standards.

2. Palomares' Reading Curriculum

Literacy is the foundation of our educational programs as we believe that the ability to communicate effectively has a positive impact on student achievement in all academic areas in daily life. Students receive daily, standards-aligned research-based instruction from a balanced, comprehensive language arts program which includes the following components: Read Aloud-Write Aloud, Shared Reading-Shared Writing, Guided Reading-Guided Writing, Independent Reading-Independent Writing, word study, and responding orally and in writing to diverse genres of literature.

English Language Arts (ELA) standards are fundamental in the planning and implementation of our reading program. Teachers use adopted materials and supplemental literature while integrating reading, writing, listening, and speaking. Lessons emphasize systematic instruction that provide students a solid foundation in phonemic awareness, phonics, vocabulary development and comprehension strategies, such as activating prior knowledge, predicting/inferring, questioning, visualizing, and synthesis. Many works of fiction and non-fiction broaden students' knowledge base and expand their points of view as they read for meaning and apply prior knowledge. Teachers provide scaffolding and assignments are differentiated using a variety of teaching strategies: direct whole group instruction, guided reading, one-on-one instruction, small groups working together, reading conferences, listening and computer centers, reciprocal teaching groups, and literature circles.

All students are assessed quarterly measuring vocabulary and concept development, comprehension skills, and language. Primary teachers formally assess each trimester utilizing the Best Practices literacy program assessments in phonemic awareness and reading levels to determine student growth in reading and comprehension. Our intermediate teachers assess using running records, comprehension tests, observation and anecdotal records, written work, administering fluency tests to monitor students' reading speed and accuracy. Both informal and formal assessments are used to focus instruction and to determine flexible groupings, guided reading strategies, take home reading book selection, and specific reading skills. We feel our reading program is fundamental to our students' academic success (as evidenced by the 2004 State Assessment scores), and has enabled students to apply knowledge across the curriculum.

3. Palomares' science curriculum relates to essential skills

Science provides an integrated context for learning through active participation in the Palomares Creek Watershed Project and Cesar Chavez Program, which embed the four strands in daily lessons. By engaging in real-life, inquiry-based scientific research, and service-learning projects, students embrace our school's mission by developing a commitment to be life-long learners and make decisions reflecting responsible choices and respect for themselves, others, and the environment. Integrated standards-aligned lessons provide students with the skills and knowledge to learn concepts and principles expected using this hands-on approach. On the CST 5th grade Science Test, 93% of students scored Proficient or above.

Students use observational skills, develop questions, collect and interpret data, use critical thinking skills, read and do research, and collaborate to teach other students and the community to care for and respect the environment and about the 4R's (reduce, reuse, recycle, rot). For example: Kindergarteners grow a self-sustaining garden; Second graders focus on composting systems; and fourth graders grows native plants to place back into the watershed. As students monitor habitats and work on final projects they use F.O.S.S. and GEMS kits, AIMS activities, and science notebooks to integrate reading, writing, math, and science process skills.

Students take a leadership role in watershed and recycling projects through participation in Junior Naturalists serving as stewards and docents for visiting students and adults from outside agencies; the Recycling Team monitors lunch recycling, finds ways to further reduce and recycle and replace styrofoam trays, plastic sporks and straws with biodegradables. At the Watershed Festival, all classes teach the community (900+ people at the 2002 festival) what they have learned. Animal/Science Day is another opportunity for students, scientists, ranchers, and community members to work and learn together. Students are mastering essential skills through engaging in these enriching learning experiences that are connected to real-life opportunities while supporting our school's mission.

4. Palomares' instructional methods improve student learning

Teachers are committed to implementing integrated instructional programs using a variety of research-based strategies that support every child as a learner and improve student achievement. Teachers have read Classroom Instruction That Works by R. Marzano, to determine how best to incorporate the nine research-based instructional strategies targeted to effectively increase student learning.

Systematic lessons are designed to provide students with opportunities to practice discrete skills, construct meaning, use inquiry, and apply knowledge. Daily instruction includes the use of differentiated techniques (including SDAIE strategies) based on academic and learning needs for ELL, at-risk, GATE, and Special Education students. Lessons include strategies that address multiple intelligences, learning styles, and skill levels. Flexible groupings are used to pre-teach skills, access leveled reading books, explore topics in more depth, extend interests, and target specific learning standards. Guided reading, literature circles, writers workshop, cooperative groups, hands-on experiences, one-on-on lessons, listening centers, math centers, cross-age buddies, and the use of technology (computers, digital camera, flex cam) are a few approaches used to accommodate diverse needs.

Teachers effectively use individual, small and whole group instruction to support student learning. Literacy instruction includes shared and guided reading, interactive writing, and responding to a variety of literary genres to ensure that students continue to improve in reading comprehension. All staff has been trained in Step Up to Writing, which provides a process for teaching the elements of effective writing. Writer's workshop and guided practice allow students opportunities to hone skills, write independently, peer edit, and publish their work. Students reflect on learning through daily journals, "heads together," table talk, reciprocal learning activities, and self-evaluation using a rubric. Students demonstrate understanding of concepts taught using standard-based formative and summative assessments, oral and written projects, simulations, reports, daily work samples, and teacher-student conferences.

5. **Palomares' professional development program**

The training and professional growth of the Palomares staff are key factors in the improvement of student achievement. Palomares' Single Plan for Student Achievement includes a professional development (PD) plan that is aligned with our standards-based adopted instructional materials and is directly linked to student achievement identifying curriculum strengths and areas for improvement.

A critical component of our PD plan is the articulation of the core curriculum across grade levels and the development of a systematic instructional calendar to monitor standards. Teachers use assessment results, California Blueprints, grade-level standards, and adopted materials to determine what needs to be taught, when it is appropriate, and how to assess for student understanding.

All teachers have attended training for our adopted ELA program and Step Up to Writing; six teachers attended our District Best Practices for primary or intermediate literacy. Classroom programs embed these research practices by implementing consistent instruction of phonemic awareness, guided reading, comprehension, and written language. With teachers implementing powerful current teaching practices designed to increase student performance, our overall student achievement for K-5 students in ELA has increased in proficiency from 52% in 1999 to 62% in 2003 and to 74% in 2004. We are delighted that 91% of K-5 students met grade level ELA standards by our district's assessment in 2004.

Staff members are trained at the district level in the adopted Math series and have attended math workshops on computation, problem solving, algebra and geometry. Teachers are implementing math strategies involving number sense, abstract thinking and problem solving in daily math lessons and are facilitating collaboration sessions to extend their training among colleagues. This has impacted student achievement by increasing math proficiency on State assessments from 48% in 1999 to 80% in 2003 and 84% in 2004. These improvements in both ELA and Math are evidence that Palomares has implemented a quality standards-based program that has made a significant difference in student performance and validates our professional development plan.

TABLE A

Test: California Standards Test
Subject: English Language Arts
Grade: 2
Edition/Publication Year: 1998
Publisher: Educational Testing Service (ETS)

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Basic	90	85	100	100
% At or Above Proficient	55	50	84	48
% At Advanced	35	15	17	13
Number of students tested	20	20	12	8
Percent of total students tested	100	100	86	89
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Female				
% At or Above Basic	100	91	100	*
% At or Above Proficient	77	45	83	*
% At Advanced	54	9	0	*
Number of students tested	13	11	6	4
2. Male				
% At or Above Basic	72	78	100	*
% At or Above Proficient	29	55	50	*
% At Advanced	0	22	33	*
Number of students tested	7	9	6	4
3. White (Non-Hispanic)				
% At or Above Basic	86	100	100	100
% At or Above Proficient	60	54	75	33
% At Advanced	26	27	12	16
Number of students tested	15	10	8	6
STATE SCORES				
% At or Above Basic	81	68	63	61
% At or Above Proficient	53	36	32	32
% At Advanced	22	12	9	10

The results provided show the percentage of students at each of the three performance levels. An asterisk is indicated when the number of students tested is less than five.

TABLE B

Test: California Standards Test
Subject: English Language Arts
Grade: 3
Edition/Publication Year: 1998
Publisher: Educational Testing Service (ETS)

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Basic	95	100	60	100
% At or Above Proficient	69	47	40	66
% At Advanced	16	0	40	22
Number of students tested	19	19	5	9
Percent of total students tested	100	100	86	82
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Female				
% At or Above Basic	100	100	*	100
% At or Above Proficient	73	71	*	60
% At Advanced	18	0	*	20
Number of students tested	11	7	2	5
2. Male				
% At or Above Basic	88	100	*	*
% At or Above Proficient	63	33	*	*
% At Advanced	13	0	*	*
Number of students tested	8	12	3	4
3. White (Non-Hispanic)				
% At or Above Basic	100	100	*	100
% At or Above Proficient	66	55	*	71
% At Advanced	20	0	*	14
Number of students tested	9	12	4	7
STATE SCORES				
% At or Above Basic	79	63	62	59
% At or Above Proficient	48	33	34	30
% At Advanced	16	10	11	9

The results provided show the percentage of students at each of the three performance levels. An asterisk is indicated when the number of students tested is less than five

TABLE C

Test: California Standards Test
Subject: English Language Arts
Grade: 4
Edition/Publication Year: 1998
Publisher: Educational Testing Service (ETS)

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	79	85	75	92
% At Advanced	37	31	50	54
Number of students tested	19	13	8	13
Percent of total students tested	100	100	89	93
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Female				
% At or Above Basic	100	100	100	*
% At or Above Proficient	100	100	71	*
% At Advanced	33	17	42	*
Number of students tested	6	6	7	4
2. Male				
% At or Above Basic	100	100	*	100
% At or Above Proficient	69	72	*	100
% At Advanced	38	43	*	77
Number of students tested	13	7	1	9
3. White (Non-Hispanic)				
% At or Above Basic	100	100	100	100
% At or Above Proficient	81	67	66	90
% At Advanced	45	22	50	60
Number of students tested	11	10	6	10
STATE SCORES				
% At or Above Basic	61	74	71	66
% At or Above Proficient	27	39	36	33
% At Advanced	16	15	14	11

The results provided show the percentage of students at each of the three performance levels. An asterisk is indicated when the number of students tested is less than five.

TABLE D

Test: California Standards Test
Subject: English Language Arts
Grade: 5
Edition/Publication Year: 1998
Publisher: Educational Testing Service (ETS)

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Basic	93	100	100	87
% At or Above Proficient	93	80	78	58
% At Advanced	31	50	21	29
Number of students tested	13	10	14	17
Percent of total students tested	100	100	92	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Female				
% At or Above Basic	100	100	*	85
% At or Above Proficient	100	72	*	57
% At Advanced	33	43	*	28
Number of students tested	6	7	4	7
2. Male				
% At or Above Basic	86	*	100	90
% At or Above Proficient	86	*	90	60
% At Advanced	29	*	20	30
Number of students tested	7	3	10	10
3. White (Non-Hispanic)				
% At or Above Basic	100	100	100	81
% At or Above Proficient	100	66	72	54
% At Advanced	30	33	27	27
Number of students tested	10	6	11	11
STATE SCORES				
% At or Above Basic	71	72	71	66
% At or Above Proficient	40	36	31	28
% At Advanced	16	10	9	7

The results provided show the percentage of students at each of the three performance levels. An asterisk is indicated when the number of students tested is less than five.

TABLE E

Test: California Standards Test
Subject: Mathematics
Grade: 2
Edition/Publication Year: 1998
Publisher: Educational Testing Service (ETS)

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Basic	95	95	100
% At or Above Proficient	90	85	93
% At Advanced	60	30	62
Number of students tested	20	20	13
Percent of total students tested	100	100	93
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Female			
% At or Above Basic	100	91	100
% At or Above Proficient	100	82	100
% At Advanced	77	27	66
Number of students tested	13	11	6
2. Male			
% At or Above Basic	85	100	100
% At or Above Proficient	71	89	85
% At Advanced	28	33	57
Number of students tested	7	9	7
3. White (Non-Hispanic)			
% At or Above Basic	93	90	100
% At or Above Proficient	87	81	100
% At Advanced	62	45	77
Number of students tested	15	11	11
STATE SCORES			
% At or Above Basic	76	76	68
% At or Above Proficient	51	53	43
% At Advanced	23	24	16

The results provided show the percentage of students at each of the three performance levels. An asterisk is indicated when the number of students tested is less than five.

TABLE F

Test: California Standards Test
Subject: Mathematics
Grade: 3
Edition/Publication Year: 1998
Publisher: Educational Testing Service (ETS)

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient	79	79	80
% At Advanced	47	26	60
Number of students tested	20	19	5
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Female			
% At or Above Basic	100	100	*
% At or Above Proficient	72	57	*
% At Advanced	45	14	*
Number of students tested	12	7	2
2. Male			
% At or Above Basic	100	100	*
% At or Above Proficient	88	91	*
% At Advanced	50	33	*
Number of students tested	8	12	3
3. White (Non-Hispanic)			
% At or Above Basic	100	100	*
% At or Above Proficient	77	71	*
% At Advanced	55	36	*
Number of students tested	9	11	3
STATE SCORES			
% At or Above Basic	73	71	65
% At or Above Proficient	48	46	38
% At Advanced	21	19	12

The results provided show the percentage of students at each of the three performance levels. An asterisk is indicated when the number of students tested is less than five.

TABLE G

Test: California Standards Test
Subject: Mathematics
Grade: 4
Edition/Publication Year: 1998
Publisher: Educational Testing Service (ETS)

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient	84	61	88
% At Advanced	37	38	38
Number of students tested	19	13	8
Percent of total students tested	100	100	89
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Female			
% At or Above Basic	100	100	100
% At or Above Proficient	50	50	85
% At Advanced	33	33	28
Number of students tested	6	6	7
2. Male			
% At or Above Basic	100	100	*
% At or Above Proficient	100	72	*
% At Advanced	38	43	*
Number of students tested	13	7	1
3. White (Non-Hispanic)			
% At or Above Basic	100	100	100
% At or Above Proficient	90	55	83
% At Advanced	54	22	33
Number of students tested	10	10	6
STATE SCORES			
% At or Above Basic	73	72	67
% At or Above Proficient	45	45	37
% At Advanced	18	18	13

The results provided show the percentage of students at each of the three performance levels. An asterisk is indicated when the number of students tested is less than five.

TABLE H

Test: California Standards Test
Subject: Mathematics
Grade: 5
Edition/Publication Year: 1998
Publisher: Educational Testing Service (ETS)

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Basic	92	100	86
% At or Above Proficient	92	90	72
% At Advanced	31	30	43
Number of students tested	13	10	14
Percent of total students tested	100	100	93
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Female			
% At or Above Basic	100	100	*
% At or Above Proficient	84	86	*
% At Advanced	17	29	*
Number of students tested	6	7	4
2. Male			
% At or Above Basic	72	*	100
% At or Above Proficient	72	*	80
% At Advanced	43	*	40
Number of students tested	7	3	10
3. White (Non-Hispanic)			
% At or Above Basic	100	100	81
% At or Above Proficient	90	100	72
% At Advanced	30	0	45
Number of students tested	10	6	11
STATE SCORES			
% At or Above Basic	65	61	59
% At or Above Proficient	38	35	29
% At Advanced	12	10	7

The results provided show the percentage of students at each of the three performance levels. An asterisk is indicated when the number of students tested is less than five.

TABLE I

Test: NRT-California Achievement Test, Sixth Edition (CAT/6)
Subject: Total Reading **Grade:** 2
Edition/Publication Year: 2002
Publisher: Educational Testing Service (ETS)

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of students tested is less than five.

	2003-2004	2002-2003
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	60	55
Number of students tested	20	20
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	69	63
Number of students tested	13	11
2. Male	42	44
Number of students tested	7	9
3. White-Not Hispanic	50	72
Number of students tested	15	11

Test: NRT-Stanford Achievement Test (SAT-9)
Subject: Total Reading **Grade:** 2
Edition/Publication Year: 1998
Publisher: Harcourt Educational Measurement

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of students tested is less than five.

	2001-2002	2000-2001
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	100	75
Number of students tested	12	8
Percent of total students tested	86	89
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	100	*
Number of students tested	6	4
2. Male	100	*
Number of students tested	6	4
3. White-Not Hispanic	100	66
Number of students tested	8	6

TABLE J

Test: NRT-California Achievement Test, Sixth Edition (CAT/6)
Subject: Total Reading **Grade:** 3
Edition/Publication Year: 2002
Publisher: Educational Testing Service (ETS)

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of students tested is less than five.

	2003-2004	2002-2003
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	75	63
Number of students tested	19	19
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	72	71
Number of students tested	11	7
2. Male	87	58
Number of students tested	8	12
3. White-Not Hispanic	88	81
Number of students tested	9	11

Test: NRT-Stanford Achievement Test (SAT-9)
Subject: Total Reading **Grade:** 3
Edition/Publication Year: 1998
Publisher: Harcourt Educational Measurement

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of students tested is less than five.

	2001-2002	2000-2001
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	80	100
Number of students tested	5	9
Percent of total students tested	86	82
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	*	100
Number of students tested	2	5
2. Male	*	*
Number of students tested	3	4
3. White-Not Hispanic	*	60
Number of students tested	4	7

TABLE K

Test: NRT-California Achievement Test, Sixth Edition (CAT/6)
Subject: Total Reading **Grade:** 4
Edition/Publication Year: 2002
Publisher: Educational Testing Service (ETS)

The results show the percentage of students scoring at or above the 50th percentile.
An asterisk is indicated when the number of students tested is less than five.

	2003-2004	2002-2003
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	68	69
Number of students tested	19	13
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	100	66
Number of students tested	6	6
2. Male	61	71
Number of students tested	13	7
3. White-Not Hispanic	72	80
Number of students tested	11	10

Test: NRT-Stanford Achievement Test (SAT-9)
Subject: Total Reading **Grade:** 4
Edition/Publication Year: 1998
Publisher: Harcourt Educational Measurement

The results show the percentage of students scoring at or above the 50th percentile.
An asterisk is indicated when the number of students tested is less than five.

	2001-2002	2000-2001
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	75	100
Number of students tested	8	13
Percent of total students tested	89	93
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	85	*
Number of students tested	7	4
2. Male	*	100
Number of students tested	1	9
3. White-Not Hispanic	100	100
Number of students tested	6	10

TABLE L

Test: NRT-California Achievement Test, Sixth Edition (CAT/6)
Subject: Total Reading **Grade:** 5
Edition/Publication Year: 2002
Publisher: Educational Testing Service (ETS)

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of students tested is less than five.

	2003-2004	2002-2003
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	84	100
Number of students tested	13	10
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	100	42
Number of students tested	6	7
2. Male	71	*
Number of students tested	7	3
3. White-Not Hispanic	100	100
Number of students tested	10	6

Test: NRT-Stanford Achievement Test (SAT-9)
Subject: Total Reading **Grade:** 5
Edition/Publication Year: 1998
Publisher: Harcourt Educational Measurement

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2001-2002	2000-2001
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	92	82
Number of students tested	14	17
Percent of total students tested	92	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	*	85
Number of students tested	4	7
2. Male		80
Number of students tested	10	10
3. White-Not Hispanic		81
Number of students tested	11	11

TABLE M

Test: NRT-California Achievement Test, Sixth Edition (CAT/6)
Subject: Math **Grade:** 2
Edition/Publication Year: 2002
Publisher: Educational Testing Service (ETS)

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2003-2004	2002-2003
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	65	60
Number of students tested	20	20
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	100	72
Number of students tested	13	11
2. Male	71	44
Number of students tested	7	9
3. White-Not Hispanic	87	54
Number of students tested	16	11

Test: NRT-Stanford Achievement Test (SAT-9)
Subject: Math **Grade:** 2
Edition/Publication Year: 1998
Publisher: Harcourt Educational Measurement

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2001-2002	2000-2001
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	100	87
Number of students tested	13	8
Percent of total students tested	93	89
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	83	*
Number of students tested	6	4
2. Male	66	*
Number of students tested	7	4
3. White-Not Hispanic	75	83
Number of students tested	11	6

TABLE N

Test: NRT-California Achievement Test, Sixth Edition (CAT/6)
Subject: Math **Grade:** 3
Edition/Publication Year: 2002
Publisher: Educational Testing Service (ETS)

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2003-2004	2002-2003
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	75	79
Number of students tested	20	19
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	72	71
Number of students tested	12	7
2. Male	87	83
Number of students tested	8	12
3. White-Not Hispanic	77	100
Number of students tested	9	11

Test: NRT-Stanford Achievement Test (SAT-9)
Subject: Math **Grade:** 3
Edition/Publication Year: 1998
Publisher: Harcourt Educational Measurement

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2001-2002	2000-2001
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	60	100
Number of students tested	5	9
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	*	100
Number of students tested	2	5
2. Male	*	*
Number of students tested	3	4
3. White-Not Hispanic	*	100
Number of students tested	3	7

TABLE O

Test: NRT-California Achievement Test, Sixth Edition (CAT/6)
Subject: Math **Grade:** 4
Edition/Publication Year: 2002
Publisher: Educational Testing Service (ETS)

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2003-2004	2002-2003
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	84	69
Number of students tested	19	13
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	66	50
Number of students tested	6	6
2. Male	92	85
Number of students tested	13	7
3. White-Not Hispanic	100	80
Number of students tested	11	10

Test: NRT-Stanford Achievement Test (SAT-9)
Subject: Math **Grade:** 4
Edition/Publication Year: 1998
Publisher: Harcourt Educational Measurement

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2001-2002	2000-2001
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	75	92
Number of students tested	8	13
Percent of total students tested	89	93
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	71	*
Number of students tested	7	4
2. Male	*	100
Number of students tested	1	9
3. White-Not Hispanic	66	100
Number of students tested	6	10

TABLE P

Test: NRT-California Achievement Test, Sixth Edition (CAT/6)
Subject: Math **Grade:** 5
Edition/Publication Year: 2002
Publisher: Educational Testing Service (ETS)

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2003-2004	2002-2003
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	84	90
Number of students tested	13	10
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	100	85
Number of students tested	6	7
2. Male	71	*
Number of students tested	7	3
3. White-Not Hispanic	100	83
Number of students tested	10	6

Test: NRT-Stanford Achievement Test (SAT-9)
Subject: Math **Grade:** 5
Edition/Publication Year: 1998
Publisher: Harcourt Educational Measurement

The results show the percentage of students scoring at or above the 50th percentile. An asterisk is indicated when the number of student tested is less than five.

	2001-2002	2000-2001
Testing month	April	April
SCHOOL SCORES		
Total Score - At or Above the 50th percentile	92	82
Number of students tested	14	17
Percent of total students tested	93	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Female	*	85
Number of students tested	4	7
2. Male		80
Number of students tested	10	10
3. White-Not Hispanic		81
Number of students tested	11	11